DOCUMENT RESUME

ED 209 600 CG 015 556

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TITLE Counseling Implications of Re-Entry Women's Life Experiences.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE 10 Apr 80
CONTRACT 300-78-0594
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Credits; Competence; *Experience; *Experiential Learning; *Females; Higher Education; Homemakers; Homemaking Skills; Mothers; *Prior Learning; *Reentry Students; *Reentry Workers; Research Needs; Volunteers

ABSTRACT

The influx of an unprecedented number of reentry women into educational programs and paid work requires more research on the transferability of women's competencies and life experiences to specific occupations. A questionnaire was developed to survey the life experiences of adult women (N=131) who were participating in various programs of career and educational counseling. The questionnaire examined the frequency and extent of homemaking, parenting, volunteer work and community services, recreation, formal and nonformal education, and paid work experiences; also included were a section on respondent characteristics and a self-rating of ability on 28 competencies including those most frequently listed in the Dictionary of Occupational Titles qualification profiles of worker trait groups. Data from questionnaires revealed that the women had a variety of life experiences through which they had acquired skills and knowledge relevant to education and employment. The results indicate that adult women have a wide variety of life experiences through which they acquire job-relevant skills and knowledge. (NRB)

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COUNSELING IMPLICATIONS OF RE-ENTRY WOMEN'S LIFE EXPERIENCES

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Project Report, Task A4, Survey of Women's
Life Experience
(PROJECT ACCESS)
1980
Contract # 300-78-0594

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An abbreviated version of this report will be presented by Juliet J. Beier at the annual meeting of the National Association of Women Deans, Administrators, and Counselors, April 10, 1980

CG 015556

This report was prepared under Contract # 300-78-0594 Bureau of Occupational & Adult Education, U.S. Office of Education.
Ruth B. Ekstrom, Project Director
The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education. The opinions expressed, however, do not necessarily reflect the official position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

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Counseling Implications of Re-entry Women's Life Experiences

Today adult women are seeking re-entry into educational programs and paid work in unprecedented numbers. Integrating them into schools and businesses presents a considerable challenge to the educators and employers of the 80s.

A major obstacle to such integration is the selective perception applied to the re-entry woman. She is seen as nurturant, service-oriented, competent in performing repetitious routine tasks and dealing with detail, gifted in teaching and communicating with the young, and responsive to the demands of others--all attributes necessary to her role as a homemaker and mother. Yet, other, equally important and necessary attributes are ignored: her ability to organize tasks and set priorities, manage time, cope with unexpected interruptions and crises, budget money, compare and evaluate products and services and select the best buy, and do two or more tasks simultaneously--all managerial skills.

Similarly, her volunteer experience as a fund-raiser, committee chairperson, tour organizer, newspaper editor, and so forth is given little weight unless it includes typing, filing, and other office work, and her recreational activities tend to get lost altogether.

The general view, often shared by re-entry women, is that they are fitted for a limited number of fields and, as unskilled, inexperienced, and older entrants, they will have to scramble for anything they can get. In many colleges and vocational education programs they will be required to start at the same level as the 18-year-olds; neither the old credits they may have had, the courses they got along the way, nor the skills they have learned will count for anything.

To correct this situation, better information about the re-entry woman's experiential learning is needed. Skills acquired through life experiences must be identified and assessed, then matched to the skills needed for success in school or on the job.

There appear to be four major obstacles to the recognition of women's experiential learning (Ekstrom & Eliason, 1979). First, women may not recognize that activities they engage in are learning experiences (identification); second, employers and educators may not perceive the linkages between the experiential learning and the knowledge and skills needed to perform in an occupation or vocational education program (articulation); third, adequate techniques for determining and demonstrating the nature and extent of experiential learning do not exist (assessment and documentation); and fourth, any method facilitating recognition of experiential learning must have benefits great enough to offset the costs to the employer or educational institution (financial feasibility).

Recently some progress has been made toward overcoming these problems. The U.S. Civil Service Commission's 1970 Qualification Standards states that relevant volunteer work, as well as paid work, must be considered in their worker selection procedures. Several states have passed similar legislation. The 1978 edition of The national guide to credit recommendations for non-collegiate courses (American Council on Education, 1978) carries statements from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and from the Council on Postsecondary Accreditation (COPA); these statements of support help to facilitate the acceptance of academic credit from non-collegiate instruction. Hearings on the unmet educational needs of displaced homemakers, single mothers,

and older women (Eliason, 1978) pointed out the need for further development of methods and materials which could be used to demonstrate the career relevance of women's life experience learning to employers and to vocational educators.

As aids to the identification of the skills developed by women from volunteer experience, Educational Testing Service and the Council of National Organizations for Adult Education developed "I Can" competency lists. These have been expanded and supplemented with a list of competencies women acquire from their homemaking experience, and are part of a guide, How to get college credit for what you have learned as a homemaker and volunteer (Ekstrom, Harris, & Lockheed, 1977). Two prototype projects (Northeastern University's Women's Career Program and Goucher College's Women's Management Development Project) have shown that it is possible to reduce the stereotype of women's unpaid work as trivial and low skilled and to use experiential learning to facilitate the entrance of women into managerial jobs.

The Northeastern University program assists employers in analyzing job requirements in terms of competencies rather than credentials, and helps women identify their job-relevant skills and characteristics. The program also provides women with a year of instruction in career development, management theory, and management skills. The Goucher College program places women with extensive volunteer experience in part-time management positions.

Basic research on the skills re-entry women have developed through life experience and the job-relevance of these skills is scanty. One project was the task analysis of Colorado homemakers by Abt and Lewis

(1978) which looked at various subgroups of homemakers and studied the tasks they performed, including the frequency with which they were done, time spent on each, and the perceived importance and the perceived difficulty of individual tasks.

Arvey and Begalla (1975) used the Position Analysis Questionnaire to compare the homemaker job to other positions. The following ten jobs, listed in order from greatest to least similarity, had the most similar profile scores: patrolman, home economist, airport maintenance chief, kitchen helper, fire fighter, trouble man, instrument-maker helper, electrician foreman, gas plant maintenance foreman, and hydroelectric machinery mechanic. The job analysis categories of the PAQ (information input, mental processes, work output, relationships with others, and job content and characteristics) may not be optimal for analyzing the homemaker's work.

Nickse's (1975) research related homemaking competencies to human service jobs. Human service administrators rated the relevance of ten homemaking competency domains to jobs held by the professional and paraprofessional staff of human service agencies. The domains were: community resources, decision making, goal setting, interpersonal relations, physical environments, human development, understanding self, business and family finances, home health, and goods and services. Competencies in all domains were judged essential or desirable for human service workers.

More research on the transferability of women's competencies, especially on the relevance of specific homemaking, parenting, community service and volunteer work, and recreational activities to specific occupations is needed.

This paper reports on a questionnaire surveying the life experiences

of adult women who were, in the summer of 1979, taking part in programs in women's centers, displaced homemaker centers, and similar programs that provide career and educational counseling. This survey is part of work being carried out for Project ACCESS; the project, funded by the Bureau of Occupational and Adult Education of the U.S. Office of Education, is developing and field testing a system to further the recognition of women's life experience learning.

Method

A questionnaire was developed on the basis of interviews with women at displaced homemaker centers, junior and community colleges, and women's centers. The questionnaire covered the frequency and extent of homemaking, parenting, volunteer work and community service, recreation, formal and nonformal education, and paid work experience; also included were a section on respondent characteristics and a self-rating of ability on 28 competencies, including those most frequently listed in the Dictionary of occupational titles (U.S. Department of Labor, 1977) qualification profiles of worker trait groups. Alternate forms of the questionnaire were prepared so that the same set of items would not be administered to more than nine women. Therefore, the percentages reported here are based on the number of women answering each question, not on the total sample size.

Sixteen sets of nine questionnaires, a total of 144, were mailed to women's centers, displaced homemaker centers, counseling centers, and a volunteer bureau in seven states (California, Colorado, Illinois, Massachusetts, New Jersey, New York, and Texas). A total of 131 usable replies were received, a response rate of 91%.

Subjects

One hundred and thirty-one adult women responded to the questionnaire. Although the group ranged in age from the early 20's to "over 65," the majority (69%) were between 35 and 51; the mean age was 40. Eighty-three percent of the respondents described themselves as Caucasian, 13% as Black, 3% as Hispanic, and 1% as Native American. Thus, although there were no Asian-Americans in the sample, and Hispanics were underrepresented, the respondents came close to reflecting the proportional representation of these groups in the population.

Most of the centers contacted are located in urban areas. It is not surprising, therefore, that the respondents tended to be residents of cities (40%) or suburban areas (42%); however, 16% lived in small towns and 2% in rural areas.

Most of the women in the group (97%) have children, with the majority of these (70%) having between two and four children; the mean number of children is 2.7.

Almost all of the women (98%) have been primarily homemakers, defined as "not regularly employed for pay outside the home," for a number of years. Nine percent had spent 1-5 years as homemakers, 23% had spent 6-10 years, 17% had spent 11-15 years, 22% had spent 16-20 years, 22% had spent 21-30 years, and 6% had spent more than 30 years as homemakers. This suggests that the women in this group are either returning to work when their last child begins school (after 5-10 years at home) or are waiting until their children are adolescents (after 16-20 years at home). It is also possible that the timing of these returns reflects a greater incidence of stress, separation, or divorce in these years, since

statistics show that more marriages fail in the seventh or fifteenth year than at other points.

The level of education completed by the women in this sample was somewhat higher than the national average: 96% had received a high school diploma. Although 32% had not continued their formal education beyond high school, 24% had completed some college, 4% held a technical or associate degree, 28% had earned a bachelor's degree, and 8% had pursued graduate education or attained a graduate degree.

Findings

The findings confirmed our hypothesis, and the evidence from the earlier interviews, that adult women have a wide variety of life experiences that are relevant to education and employment.

Homemaking Experience. Table 1 summarizes the frequency and extent of the respondents' homemaking experience. The first column shows the percentage of respondents who indicated that they did or had done the homemaking activity listed "frequently or regularly"; the second column shows the percentage of respondents who reported ever having done the activity.

Since the women in our group of respondents had spent an average of 16 years during which their primary occupation was that of homemaker, it is hardly surprising that many of them had done most of the homemaking activities listed. However, only one task had been done frequently by all of these women, that of evaluating and purchasing food. All of the respondents had, at some time, cooked and baked, maintained and cared for clothing, provided for family health and safety, managed money, and planned vacations, travel, and recreation.

In addition, over 90% of the women reported that they frequently determined and met family nutritional needs, did housecleaning and home maintenance, cared for self and spouse, and managed time and scheduled activities. Over 90% had also, at some time, evaluated and purchased textile items, provided for home health care, done beauty care, done home budgeting and financial record keeping, provided transportation for others, provided for housing, evaluated and purchased furniture and appliances, organized social events or entertained others, and maintained a yard or garden.

While "nontraditional" homemaking activities were reported less frequently, 73% had supervised automobile maintenance and 40% had made automobile repairs, 86% had wallpapered, painted, or set tile, 84% had finished or refinished furniture, 49% had done carpentry or construction, 49% had made electrical repairs, and 46% had made plumbing repairs.

In a free-response section, the women were asked to list any other homemaking activities they had engaged in. The "other" homemaking activities most frequently mentioned were: mending, dressmaking, and making curtains or slip covers; raising vegetables and canning them; and coordinating interior decoration and supervising or assisting in remodeling. Our respondents also reported that they had followed up on insurance claims, cleaned the garage, exterminated vermin, framed pictures, built fences, assisted in putting in a plumbing system, and chopped wood and used it to make fires and stoke the furnace.

Parenting Experience. The majority of our respondents had, at some time, done all of the parenting activities we asked about, as can be seen in Table 2. The two activities most often reported as having been done

frequently were supervising a child and listening to and advising a child. Ninety-five percent or more of the respondents had also, at some time, provided emotional support, provided an appropriate diet, planned and scheduled children's activities, provided appropriate and consistent discipline, cared for an infant, determined the appropriate level of independence and restriction for adolescents, selected appropriate toys, books, and games, encouraged the development of social skills, evaluated educational institutions and provided for a child's schooling, provided instruction in religion or ethics, given first aid for injuries, and assembled children's toys and play equipment.

Other parenting activities most frequently reported in the free-response section included transporting children to activities and supervising sports or cultural activities for children.

Volunteer Work and Community Service. Our sample had extensive experience in volunteer work and community service, as shown in Table 3. Because, for most of our respondents, these activities were secondary to the occupation of homemaker, the first column of this table shows the combined percentage of women who reported that they did the type of unpaid work listed "frequently" or "occasionally"; as in the preceding tables, the second column shows the percentage of respondents who had ever done the activity. This table reports only those volunteer work and community service activities, of the 90 listed, that were done frequently/occasionally by 20% or more of the respondents, or which at least 50% of the respondents had done at some time.

There are three activities reported frequently/occasionally by more than one-half of the women. These activities, which had been done

by 70% or more of the respondents at some time, are: referring others to sources of information and assistance, responding to telephone inquiries for information, and doing quantity cooking or baking.

Other volunteer work and community service activities that more than 60% of the women had done at some time are: teaching groups of children or adults, training others to work in a volunteer organization, office work such as typing and filing, and door-to-door fund raising. Over one-half of the respondents said that, at some time, they had held elective office in an organization, developed an agenda for meetings, made written or oral reports, chaired a group or committee, utilized parliamentary procedures, done fund raising by telephone, held a benefit coffee or tea, obtained and scheduled speakers/performers/films, led youth groups, selected, priced, and sold items, done individual counseling of children/adolescents/adults, done individual tutoring of children/adults, conducted a telphone/questionnaire survey, and been responsible for the distribution of printed materials.

Other volunteer work and community service activities reported in the free-response section by these women included volunteering in or working with a cooperative nursery school, working for a bail project, reading to or recording for the blind, editing a dictionary, working in hospital admissions, and being a radio interviewer.

Recreation and Hobbies. The major recreational activities and hobbies reported by the respondents are listed in Table 4. This table, like the preceding one, combines frequent and occasional participation. Also, like the preceding table, this list is limited to those activities reported frequently/occasionally by at least 20% of the respondents or which at least 50% of the respondents had done at some time.

More than one-half of the women said that they had frequently or occasionally taken part in the following recreational activities and hobbies: individual sports, growing flowering plants, word games, interior design, flower arranging, crafts, gourmet/international cooking, fine arts, needlework, knitting/crocheting, and making clothes. In addition, over one-half had, at some time, participated in the following recreational activities and hobbies: card playing, landscape/garden design, vegetable/fruit growing, camping, furniture building/repair/refinishing, planning/organizing large social events, games of strategy, and backpacking/hiking.

When asked to list other recreational activities and hobbies, reading, dancing, and belonging to environmental groups were mentioned most frequently.

Educational Activities. Many of the women who responded to this questionnaire had engaged in either formal or nonformal educational activities while they were homemakers. The extent of these educational activities can be seen in Table 5.

Over 70% of these women had studied about another country at some time. Formal courses in crafts involved 49% of the women; in both the social sciences and humanities, 32%; in the physical sciences, 25%; and in the biological sciences, 24%. Informal education in groups was also extensive: 43% had belonged to a self-enrichment group; 31% to a self-help group; and 29% to a study group, most often a Bible study group or a literary club. Other self-motivated, informal education involving reading and studying in the social sciences was reported by 42%, in the humanities by 41%, in the biological sciences by 29%, and in the physical sciences by 27%. A number of women were also involved in the study, maintenance, or use of a foreign language: 37% reported learning or maintaining another language, and 13%

translated material from another language. French and Spanish were the languages most frequently mentioned.

The areas most frequently studied in the humanities were literature, music, art, history, and philosophy; in the social sciences, psychology was most often mentioned, with sociology a distant second, followed by anthropology; in the physical sciences, the women reported studying mathematics, physics, chemistry, geology, and astronomy with equal frequency; in the biological sciences, biology was the area most frequently mentioned, with botany, zoology, anatomy, physiology, and environmental sciences also reported. In the free-response section, studying local/public issues was mentioned most frequently.

Paid Work Experience. The categories of paid work experience listed in this questionnaire were chosen to represent either jobs related to the occupations and training programs included in the Project ACCESS field test or jobs that, in the past, have attracted large numbers of women workers. Table 6 reports on the paid work experience of our group of respondents.

Ninety-eight percent of the women in this sample had, at some time, been involved in paid work. The areas in which the most women had frequent/occasional experience were secretarial work, retail sales work, bookkeeping, teaching, and cooking. In addition, 20% or more of the respondents had, at some time, done paid work as waitresses, factory workers, social workers, and in household service. As was expected, relatively few women had ever worked in nontraditional jobs such as construction work (3%), mechanical/repair work (5%), and scientific/technical work (12%).

In the free-response section, where the women could list other types of paid work they had done, child care was most frequently reported,

followed by telephone/switchboard operator, cashier, teacher's aide, and real estate salesperson. But a striking variety of other paid jobs had been held by these women: our group of respondents included a Navy recruiter, a law librarian, a security guard, a croupier, a TV broadcaster, a taxi driver, an upholsterer, a traffic supervisor, and a pharmacist. Teaching and/or selling crafts was reported by several women, and three of the women in our sample reported having owned their own businesses.

Competency Self-evaluation. Because one purpose of this survey was to identify the kinds of life experience learning women acquire that would be transferable to paid employment and to vocational education programs, we were interested in competencies that could be developed through prior experience learning and in how the women surveyed would rate themselves in each competency area.

The competencies listed in this section include those most frequently listed in the worker trait group qualification profiles in the Dictionary of occupational titles (as adapted from Table 5 of Sjogren, 1977), and those we expect to be relevant for Project ACCESS occupations and vocational education programs.

As can be seen in Table 7, the largest percentage of women reported that they could take responsibility "very well." Other competencies that the majority of women also rated "very well" were: help others, deal with people, adjust a schedule to a variety of activities and frequent unexpected changes, be self directed, evaluate a product using one's own standards, analyze a problem, and interpret other people's feelings, ideas, and opinions.

Thirty percent of the women reported that they could not do fund

raising--rather surprising for a group of women in which 60% have done door-to-door fund raising, 57% have raised funds by telephone, 42% have coordinated a fund raising campaign, 41% have written fund raising letters, and 40% have developed a fund raising campaign. Similarly, 12% of the women reported that they were unable to sell a product or service, although 54% of the sample had been involved in selecting, pricing, and selling items for volunteer or community groups, and 59% had held paid jobs in retail sales. In addition, although 44% of the women said that they do computations and arithmetic "not very well" or "not at all," 44% of the sample had, at some time, held paid jobs as bookkeepers. All of this suggests that these self-ratings may be underestimates of the true ability of the women in our sample; such a finding is in keeping with other research which has shown that re-entry women tend to undervalue their own ability. In general, however, these women appear to have fairly good self-images, as indicated by the majority who reported that they did most of the things listed "very well" or "fairly well."

Discussion and Conclusions

The results of this questionnaire survey are both encouraging and discouraging. Our basic hypothesis was confirmed: Adult women have a wide variety of life experiences through which they acquire skills and knowledge that are job-relevant.

We found that the skills identification activity was a positive experience for the women who took part in this survey. Many of the women in our sample had given little thought to the diversity of skills they had acquired and this procedure, like others used in counseling, appears to have had a beneficial effect by improving the self-concept of the participants.

Nevertheless, it is clear that these women, because they responded to society's expectation that they put home and family first, now face a difficult task in entering or re-entering the work force. The problem is especially acute for displaced homemakers and others under the pressure of financial need. Because they believed that "a woman's place is in the home," they have tended to develop their interpersonal skills and verbal ability above their physical and mechanical skills and mathematical reasoning ability. As a consequence, the most commonly found skills among re-entry women are those that are most likely to be utilized in the traditional, sex-stereotyped jobs in clerical and secretarial work, retail sales, manufacturing, and service occupations. It is, therefore, critically important that a counselor working with re-entry women probe and explore to identify the somewhat less frequent experiential learning and skills that can be used in nontraditional occupations. Approximately one-half of the women in this survey had done construction or electrical and plumbing repairs; 40% had made automobile repairs. More than 80% had refinished furniture, wallpapered, or painted. These and similar home-making activities can be the key to identifying women who have the potential for nontraditional jobs in mechanical, repair, and construction occupations.

Re-entry women also need counseling assistance to help them to see how, after they acquire the technical and professional skills that are predominant in entry-level jobs, they can combine these with the inter-personal and managerial skills they have acquired through community service and volunteer work to move up the career ladder into supervisory positions.

It is apparent from this survey that the transition from homemaker to paid worker is a difficult one. Women who have been homemakers have held jobs that demanded a high degree of flexibility, a high level of responsibility, and autonomous planning and action. In most entry-level jobs, they will find that their duties and schedules are fixed, they have a low level of responsibility, and they must work under close supervision. When one adds to these factors the low level of pay that women typically receive and the crisis situation in which so many find themselves suddenly the sole support of their families, the magnitude of the adjustment society asks re-entry women to make becomes very clear.

As counselors, we need to combat age- and sex-bias when working with re-entry women, both in our own attitudes and in the larger business and educational communities.

Better information on what happens to re-entry women in educational and work settings is also needed. There is little good outcomes research on specific types of counseling assistance for re-entry women, and no large-scale descriptive studies that follow these clients through the classrooms and into the work force to find out how and where they find work and whether any patterns can be discerned among those who are successful and those who are unsuccessful in achieving a stable career.

One focus of our efforts should be to encourage life-planning among young women. It is clear that they can make better decisions about how they spend their time outside the work force if they have a clear plan for re-entry and specific skill-development goals to reach through choice of appropriate volunteer experiences and courses of training. And if we give them good career development training, they will be more easily able to present themselves in ways appropriate to businesses.

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Table 1

Percentage of Respondents Doing Specified Homemaking Activities Frequently or Ever

Activity	Frequently	Ever
Evaluate and purchase food	100	100
Cooking/baking	98	100
Maintain and care for clothing	97	100
Provide for health and safety of family	96	99
Determine and meet family nutritional needs	96	100
Manage time and schedule activities	94	99
Care for self/spouse	94	98
Housecleaning and home maintenance supervision	93	98
Evaluate and purchase textile items	88	99
Provide for home health care	88	98
Set priorities	87	99
Manage money	82	100
Beauty ca[illegible]ersonal improvement	77	99
Home budgeting and financial record keeping	76	96
Provide transportation	72	95
Provide for housing (select living quarters, etc.)	69	99
Evaluate and purchase furniture and applicances	65	99
Organize social events/entertain others	61	98
Care for pets	53	83
Plan vacations, travel, recreation	52	100
Maintain yard/garden	47	93
Supervise auto maintenance	29	73
Use credit/apply for loans	28	83
Paint, wallpaper, set tile, etc.	22	86
Care for elderly/handicapped family member	15	50
Finish/refinish furniture	12	84
Carpentry and construction	10	49
Make auto repairs	4	40
Make electrical and small appliance repairs	2	49
Make plumbing repairs	2	46

Table 2

Percentage of Respondents Doing Specified Parenting Activities Frequently or Ever

Activity	Frequently	Ever
Supervise a child	93	99
Listen to and advise children	92	99
Provide emotional support	89	98
Provide appropriate diet	89	95
Plan and schedule activities	88	99
Provide appropriate and consistent discipline	87	98
Care for an infant	84	97
Determine appropriate level of independence and restriction for adolescents	84	92
Select appropriate games, books, and toys	83	97
Encourage the development of social skills	81	97
Evaluate educational institutions and provide for a child's schooling	74	96
Provide religious or ethical instruction	74	95
Evaluate and select child-care arrangements	72	92
"Baby-proof" a home	71	94
Give first aid for injuries	66	97
Equip a nursery	61	92
Provide sex education	61	90
Diagnose childhood diseases	51	91
Teach or tutor children	51	89
Assemble children's toys and play equipment	48	95
Entertain groups of children	47	85

Table 3

Percentage of Respondents Doing Specified Volunteer Work and Community Service Frequently and Occasionally or Ever

Activity	Frequently/ Occasionally	Ever
Refer others to sources of information and assistance	58	71
Respond to telephone inquiries for information	52	73
Quantity cooking or baking	50	71
Teach groups of children or adults	48	65
Train others to work in volunteer organization	47	63
Make written or oral reports	45	58
Hold elective office in volunteer organization	44	59
Typing, filing, and other office work	42	62
Chair groups/committees	41	58
Lead youth groups	41	53
Develop an agenda for meetings	40	58
Utilize parliamentary procedures	40	57
Individual counseling of children, adolescents, or adults	40	53
Counsel groups of children, adolescents, or adults	34	46
Fund-raising by telephone	33	57
Hold benefit coffee or tea	33	57
Speak before large groups	33	45
Be responsibe for day-to-day administration of a volunteer organization	33	44
Supervise the work of other volunteers	32	47
Obtain and schedule speakers, performers, and films	32	54
Be responsible for the distribution of printed materials	32	51
Door-to-door fund raising	31	60
Phone or questionnaire survey	30	52
Driving truck, van, bus, or car	29	44
Individual tutoring of children or adults	29	53
Work with the elderly	29	44

Table 3 (continued)

Activity	Frequently/ Occasionally	Ever
Write newsletter articles	29	45
Coordinate a fund-raising campaign	28	42
Select, price, and sell items	28	54
Develop calendar of events	27	41
Organize a sale or auction	27	47
Develop a fund-raising campaign	25	40
Write press releases	25	40
Contact local media to inform them about organizational activities	25	43
Keep accounts	24	46
Work with the emotionally disturbed	24	43
Coach a sport	24	38
Organize a dinner or dance	24	43
Place articles in the local news media	22	43
Arrange group trips	22	41
Be responsible for financial management	22	39
Design posters	21	47
Create advertising for organization	21	36
Submit budget for the organization	21	37
Perform in shows/concerts	20	31
Run a box office	20	34
Teach/supervise a recreation program	20	32
Inform the public about political parties, processes, and/or candidates	20	35
Write fund-raising letters	20	41

Table 4

Percentage of Respondents Reporting Specified Recreational Activities and Hobbies

Activity	Frequently/ Occasionally	Ever
Individual sports (tennis, swimming, etc.)	77	89
Growing flowering plants	71	89
Word games (crosswords, scrambled words, etc.)	64	92
Interior design	60	81
Flower arranging	57	82
Crafts (weaving, stained glass, macrame, etc.)	56	76
Gourmet/international cooking	55	77
Fine arts (painting, music, etc.)	54	79
Needlework (needlepoint, embroidery, etc.)	52	72
Knitting/crocheting	51	77
Make clothes for children/adults	51	71
Card playing	49	72
Landscape/garden design	47	72
Vegetable/fruit growing	43	69
Camping	41	60
Furniture building, repair, refinishing	38	64
Collecting (coins, stamps, china, etc.)	37	44
Planning/organizing large social events	36	62
Games of strategy (chess, etc.)	34	68
Photography	29	49
Design clothes	29	43
Backpacking/hiking	24	55
Creative writing	24	49
Antique furniture restoration	24	41
Team sports (softball, volleyball, etc.)	22	46
Boating/sailing	20	47

Table 5

Percentage of Respondents Reporting
Formal and Nonformal Educational Activities

Activity	Frequently/ Occasionally	Ever
Learn about (an)other country/ies	52	74
Take a crafts course	35	49
Belong to a self-enrichment group (assertiveness training, P.E.T., etc.)	33	43
Read/study the social sciences	32	42
Read/study the humanities	32	41
Take course(s) in the social sciences	25	32
Belong to a self-help group (AA, Parents without Partners, etc.)	25	31
Belong to a study group	23	29
Learn/maintain a foreign language	22	37
Take course(s) in the humanities	21	32
Read/study the biological sciences	17	29
Read/study the physical sciences	14	27
Take course(s) in the biological sciences	13	24
Take course(s) in the physical sciences	12	25
Translate books/articles/correspondence into English	6	13
Translate books/articles/correspondence into another language	2	10

Table 6

Percentage of Respondents Reporting Selected Paid Work Experiences

Activity	Frequently/ Occasionally	Ever
Secretary	48	65
Retail sales	40	39
Bookkeeper	31	44
Teacher	22	28
Cook	20	23
Waitress	18	32
Social work	17	22
Household service	15	20
Factory work	13	23
Creative/performing arts	9	17
Nursing	9	12
Bank clerk/teller	8	12
Library work	8	16
Scientific/technical work	8	12
Reservations/travel agent	4	4
Cosmetology/beautician	3	6
Agriculture/farm work	3	6
Mechanical/repair work	2	5
Building/construction work	1	3

Table 7

Self Ratings of Competency

Ability to:	Percentage			
	Very well	Fairly well	Not very well	Not at all
Take responsibility	75	23	2	0
Help others	63	35	2	0
Deal with other people	61	36	3	0
Adjust schedule to a variety of activities and frequent unexpected changes	61	31	8	0
Be self-directed	57	39	4	0
Evaluate a product/advertisement/ informating using your own standards	55	43	1	1
Analyze a problem	52	43	5	0
Interpret other's feelings, ideas, and opinions	51	47	2	0
Use oral communication effectively	49	46	5	0
Do precise and accurate detailed work	48	40	10	2
Coordinate an activity	40	51	9	0
Make decisions	39	52	9	0
Compile information about a problem	39	50	10	1
Do problem solving	38	53	8	1
Perform work under stressful conditions	38	50	10	2
Do a repetitive task following a set procedure	37	43	18	2
Instruct others	36	54	9	1
Evaluate a product/advertisement/ informating using someone else's guidelines	35	51	12	2
Direct, control, and plan the activities of others	35	47	15	3
Write clearly and understandably	34	40	22	4
Negotiate between two or more people or groups of people	32	51	13	4

Table 7 (continued)

Ability to:	Percentage			
	Very well	Fairly well	Not very well	Not at all
Supervise others	29	58	11	2
Influence other people	27	58	14	1
Persuade others	25	59	14	2
Manage others	20	58	17	5
Sell a product or service	20	45	23	12
Do computations/arithmetic	17	39	36	8
Do fund raising	15	31	24	30